

STATE RANKING

Maine had the 48th largest Latino population in the U.S.¹

K-12 POPULATION

In Maine, 1% of the K-12 population was Latino.²

STATE POPULATION

In Maine, 1% of the state population was Latino.³ Projections show a continued increase.

MEDIAN AGE

The median age of Latinos in Maine was 23, compared to 43 for White non-Hispanics.⁴

DEGREE ATTAINMENT

In Maine, 36% of Latino adults (25 to 64 years old) had earned an associate degree or higher, compared to 39% of all adults.⁵

For the U.S. to regain the top ranking in the world for college degree attainment, Latinos will need to earn 5.5 million degrees by 2020.

To reach the degree attainment goal by 2020, Maine can: 1) close the equity gap in college completion; 2) increase the number of degrees conferred; and, 3) scale up programs and initiatives that work for Latino and other students. The following is a framework for tracking Latino degree attainment in Maine.

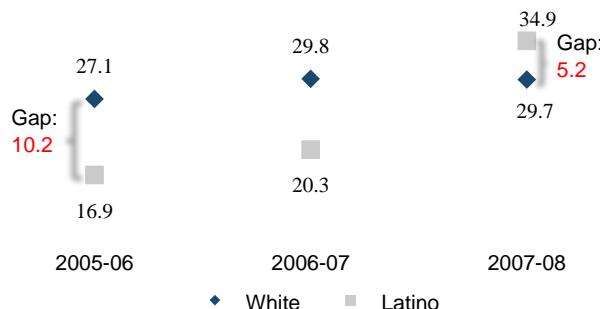
Equity Gap in Degree Completion

Closing the equity gap in college completion can be tracked by the 3 measures provided below. Alone, none of these measures capture the entire "story" of equity in degree completion. However, in combination, they provide a useful picture of the equity gap in degree attainment between Latino and white cohorts in Maine in a single year (2007-08) and the persistence of the gap over time (2006-08).

Maine	2007-08		
	Latinos	Whites	Equity Gap
Graduation Rates	56.9	48.3	8.6
Completions per 100 FTE Students	17.3	17.8	0.5
Completions Relative to the Population in Need	34.9	29.7	(5.2)

Graduation rates - Total graduation within 150% percent of program time for first-time, full-time freshman
Completions per 100 FTE students – Total undergraduate degrees and certificates awarded per 100 full-time equivalent students (incorporates part-time students)
Completions Relative to the Population in Need – Total undergraduate degrees and certificates awarded per 1,000 adults aged 18 to 44 relative to the adult population with no college degree

Completions Relative to the Population in Need: 2006 to 2008



¹ U.S. Census 2010, American Fact Finder, Demographic Profile Summary. <http://factfinder2.census.gov>

² U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Public Elementary/Secondary Education Survey", 2009-10, v.1b. [www.nces.ed.gov/ccd](http://nces.ed.gov/ccd)

³ U.S. Census 2010: Maine. <http://2010.census.gov/2010census/data/>

⁴ U.S. Census Bureau, 2006-2010 American Community Survey. www.census.gov/acs

⁵ Lumina Foundation for Education. *A Stronger Nation Through Higher Education. Educational Attainment Levels for the States.* www.luminafoundation.org

Degrees Conferred

Another metric to benchmark college completion is to track the progress of total degrees awarded over time. This measure may be the result of an increase in overall enrollment numbers rather than an increase in rates of completion. From 2005-06 to 2007-08,

- the number of Hispanics who earned an undergraduate degree in Maine increased about 47% from 2006-08, while all other race/ethnic groups increased 8%.
- among the 50 states, Maine ranked 40th for the increase in degrees conferred to Latinos over 3 years.

For more information on these metrics, download *Benchmarking Latino College Completion to Meet National Goals: 2010 to 2020* and *Degrees Conferred to Latinos: 2006-2008* at www.EdExcelencia.org/research/EAF/Benchmarking

Examples of What Works for Latino Students

There are institutions that are showing success in enrolling, retaining, and graduating Latino students. The following are examples of institutional programs across the country with evidence of effectiveness in serving Latino students nominated for Examples of *Excelencia*.

Access College and Excel (ACE) – University of Texas at San Antonio

The Access College and Excel (ACE) program at the University of Texas at San Antonio is uniquely designed for ambitious, talented high school students from predominantly Hispanic inner-city high schools. ACE offers \$2,000 scholarships to incoming freshmen who have at least a 2.5 high school GPA, an attendance record of 80% or better during their senior year, and graduate from targeted high schools in the downtown San Antonio area. The program, which supports students for their first two years at the university, promotes academic success through a variety of services including learning communities, individual advising, peer mentoring, tutoring, and a freshman seminar course designed to promote college success. The six-year graduation rate of 58%, for ACE Scholars who entered UTSA in Fall 2000, is almost twice that of the rate for all UTSA students (30%). <http://utsa.edu/trcss/downtown/ace/>

College Connection Program – Austin Community College

The program's primary goal is to create the expectation of postsecondary education by proactively placing college services squarely in front of all Austin Community College service-area high school seniors. College Connection provides students direct one-on-one assistance to complete the ACC admission application, assessment, orientation, and advising requirements. It also provides individual assistance with financial aid application, career planning, student life information, and ACC campus tours. Every graduating senior in the participating College Connection high schools receives an ACC acceptance letter along with his/her high school diploma. College Connection has dramatically increased student and school district participation especially for Hispanic students, which make up about 40% of those seeking admission to ACC. Begun as a cure for one high school's low college-going rate serving 350 students, College Connection now serves eight school districts with 28 high schools and 9,152 students. (<http://www.austincc.edu/isd/>)

For more information on institutional programs improving Latino student success in higher education, access *Excelencia* in Education's Growing What Works database at <http://www.edexcelencia.org/examples>